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ABSTRACT

During the 1979-80 school year, the Arkansas Department of Education, in cooperation with institutions of higher education and local education agencies, initiated a comprehensive staff development and instructional supervision program in school districts throughout the state. The purpose of the program, called Program for Effective Teaching (PET), was to field-test a staff development and instructional supervision model which would improve the skills of elementary and secondary school teachers, the teacher training skills of college professors, and the supervisory skills of school district administrators and Arkansas Department of Education personnel. This report describes initial efforts to present the staff development model, including collaborative efforts made by the Arkansas Department of Education, local school districts, and institutions of higher education, and the impact of the program on educational institutions in the state. Information on PET is provided in seven sections: (1) introduction; (2) background; (3) need; (4) expected outcomes; (5) procedures used to initiate PET; (6) results of PET after one year; and (7) summary, conclusions, and recommendations. Tables and charts are used to supplement information on the PET 25-day teaching cycles, PET training, funding sources, school district participation, sample participant responses, and involvement of institutions of higher education. An addendum, compiled in May 1981, presents a statistical update on the progress of PET and considerations for the future. (JD)

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ED218276

STATUS REPORT ON THE PROGRAM FOR EFFECTIVE TEACHING (PET)

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Little Rock, Arkansas
Fall, 1980

SP020451

I. INTRODUCTION

The continued improvement in education requires that those who teach and supervise instruction are afforded an opportunity to reinforce and learn new skills. Critical to greater student learning is a higher awareness among educators of what it is that they do that makes the difference between minimum and maximum educational outcomes.

Classroom teachers, school administrators, professional associations and other persons and groups interested in greater gains in educators' performance and students' learning have expressed the need to develop a statewide staff development model that would provide a greater degree of assurance that teaching and supervisory competencies among educators are present and ongoing. They have cautiously advised that a productive instruction model ought to be practical and supported by local school districts and institutions of higher education. More importantly, the model ought to possess high promise of improving learning among students through improved instruction.

The Arkansas Department of Education was the appropriate agency to provide leadership to initiate a statewide staff development program. The leadership function of the department was perceived to be a cooperative and collaborative relationship among local school districts and institutions of higher education.

The report that follows describes the initial efforts to present a staff development model concerned with teaching and the clinical supervision of teaching in the local school districts of Arkansas. The report presents the cooperative and collaborative efforts made by the Arkansas Department of Education, local school districts, and institutions of higher education. The report also describes the impact of a staff development program on the state of Arkansas and provides evidence documenting the need for more financial support to local school districts' efforts to improve instructional skills of educators.

II. BACKGROUND

During the 1979-80 school year, the Arkansas Department of Education in cooperation with institutions of higher education and local education agencies, initiated a comprehensive staff development and instructional supervision program in school districts throughout Arkansas.

This administrator and teacher training program effort was initiated in October, 1979, with the aid of a grant for $106,400 from the Winthrop Rockefeller Foundation. The overall purpose of the grant was to field test a staff development and instructional supervision model which would impact:

1. the skills of teachers in grades K-12
2. the teacher training skills of college professors; and
3. the supervisory skills of school district administrators and State Department of Education personnel.

The proposed cooperative strategy was designed to strengthen statewide staff development by providing: (1) a common framework for moving toward more effective and efficient teaching; (2) a means of communicating through the use of common terminology; and (3) a training strategy which emphasizes the critical elements involved in instruction at any level.

The nature and scope of this project established a collaborative approach which could be applied by the institutions in attacking other educational problems, including that of inadequate financial support. By working together on solving a major problem, all instituiuons could reasonably expect to share in the funds committed to expand the effort when a master plan for staff development is presented to the State Legislature.

This was the first time the state had attempted to coordinate educational resources at the different levels in such a comprehensive training program. Benefits in improved pre-service and in-service training were significant for local education agencies, for colleges, and for the Arkansas Department of Education personnel.

III. NEED

The need for improving the instructional and supervisory skills of teachers and administrators is well documented. Many studies have shown that most teachers could do a better job if they were given more practical information about the teaching process itself and about how to implement the theories that they learn. Studies also show that administrative personnel could do more to help teachers improve their instructional skills if they had a better understanding of the components of effective teaching.

Achievement test scores of students reflect the need for better teaching techniques. A large number of Arkansas' school age population continue to score below the national norms in all basic skills and low achievement scores are a persistent trend throughout the country.

Basic to the whole concept of effective teaching is to be able to identify specific observable instructional skills that effective teachers use. During the last few years educators have been able to better identify specific instructional skills and have begun to answer the question: "What are effective teachers doing that separates them from other less effective teachers?"

The specific instructional skills that effective teachers are using were identified through extensive work initiated by Madeline Hunter at UCLA. Through observation and analysis of effective teaching, the following specific instructional skills were identified:

1. Selecting the objective (learning) at the appropriate level for the learner.
2. Teaching to the objective.
3. Maintaining the learner's focus on the learning (objective).
4. Monitoring the learner's progress and making necessary adjustments.
5. Using, without abusing, the principals of learning (motivation, reinforcement, retention, and transfer).

These five instructional skills establish the basic criteria and the central focus for training teachers, administrators, and educators.

The real need in Arkansas was to initiate a comprehensive staff development teacher and administrator training program and to determine the model's application to elementary, secondary, and higher education in the state. This report will document the impact of the staff development and instructional supervision program referred to in Arkansas as the Program for Effective Teaching (PET).

IV. EXPECTED OUTCOMES

The minimum outcomes for the staff development program included the following projected results:

- A minimum of 225 persons including local district teachers, administrators, SEA staff and college instructional personnel will successfully complete the staff development program designed to improve their instructional and supervisory skills.

- A minimum of 80 percent of the participants will implement pilot activities in their particular job assignments to determine and document the effectiveness of the staff development strategies.

- Personnel from a minimum of nine selected Arkansas school districts, key personnel from the SEA, and a minimum of six institutions of higher education (IHE) will participate in the staff development and follow-up activities.

- A master plan for a statewide staff development model will be completed and readied for dissemination and implementation. This plan will result from collaborative involvement of representatives of school districts, IHE, the SEA, Governor's staff, Education Committee of the Legislature, and professional and parent organizations. This plan will be approved by the State Board of Education and will be presented to the Arkansas Legislature for adoption and support.

- The improvement in teacher competency will result in significant improvement in learning, particularly in the basic skills, for the State's student population in grades K-12, including those who are handicapped. The increased emphasis in instruction in terms of individual needs will also enable gifted and talented students to reach higher levels of learning.

V. PROCEDURES USED TO INITIATE THE STAFF DEVELOPMENT PROGRAM

The Program for Effective Teaching (PET) was used as the basis for initiaing a model staff development and instructional supervision program in Arkansas. The goals of this project were to improve significantly the instructional skills of teachers in grades K-12, teacher training skills of college professors, and the supervisory skills of school administrators and Department of Education personnel.

The initial project was to involve a minimum of 225 persons including teachers, administrators, SEA staff, and faculty members from institutions of higher education. The first group of trainees was asked to serve as a core or pilot group to encourage the expansion of the PET program in their own and other school districts, with some of them serving as trainers of new groups to create a rippling effect throughout the state. The ultimate objective was to improve the effectiveness and efficiency of instruction in Arkansas to the extent that it would result in significant improvement in student achievement in the basic skills.

The staff development PET training model focuses on five essential instructional skills for training teachers and administrators. The PET program consists of a 25-day training cycle for teachers, supervisors, and administrators (see day-by-day breakdown on following page).

PROGRAM FOR EFFECTIVE TEACHING: 25 – DAY TEACHER CYCLE

Day 1 Instruction Overview of PET Select the objective at the appropriate level	Day 2 Instruction Review Teach to an objective Demonstration lesson	Day 3 Practice and Observation	Day 4 Practice and Observation	Day 5 Practice and Observation
		Teachers return to own classrooms to apply instruction. Each teacher visited once by PET instructor who observes a lesson and conducts instructional conference.		
Day 6 Instruction Review Feedback from observations Bloom's Taxonomy Demonstration lesson	Day 7 Practice and Observation	Day 8 Practice and Observation	Day 9 Practice and Observation	Day 10 Instruction Review Feedback from observations Maintain learner's focus in the learning Monitor and adjust Demonstration lesson
	Teachers return to own classrooms to apply instruction. Each teacher visited once by PET instructor who observes a lesson and conducts instructional conference.			
Day 11 Practice and Observation	Day 12 Practice and Observation	Day 13 Practice and Observation	Day 14 Instruction Review Principles of learning Motivation Reinforcement Demonstration lesson	Day 15 Practice and Observation
Teachers return to own classrooms to apply instruction. Each teacher visited once by PET instructor who observes a lesson and conducts instructional conference.				
Day 16 Practice and Observation	Day 17 Practice and Observation	Day 18 Practice and Observation	Day 19 Practice and Observation	Day 20 Instruction Review Principles of Learning .. Retention .. Transfer Demonstration lesson
Teachers return to own classrooms to apply instruction. Each teacher visited once by PET instructor who observes a lesson and conducts instructional conference.				
Day 21 Practice and Observation	Day 22 Practice and Observation	Day 23 Practice and Observation	Day 24 Instruction Summary and Review Instructional Supervision	Day 25 Instructional Supervision
Teachers return to own classrooms to apply instruction. Each teacher visited once by PET instructor who observes a lesson and conducts instructional conference.				

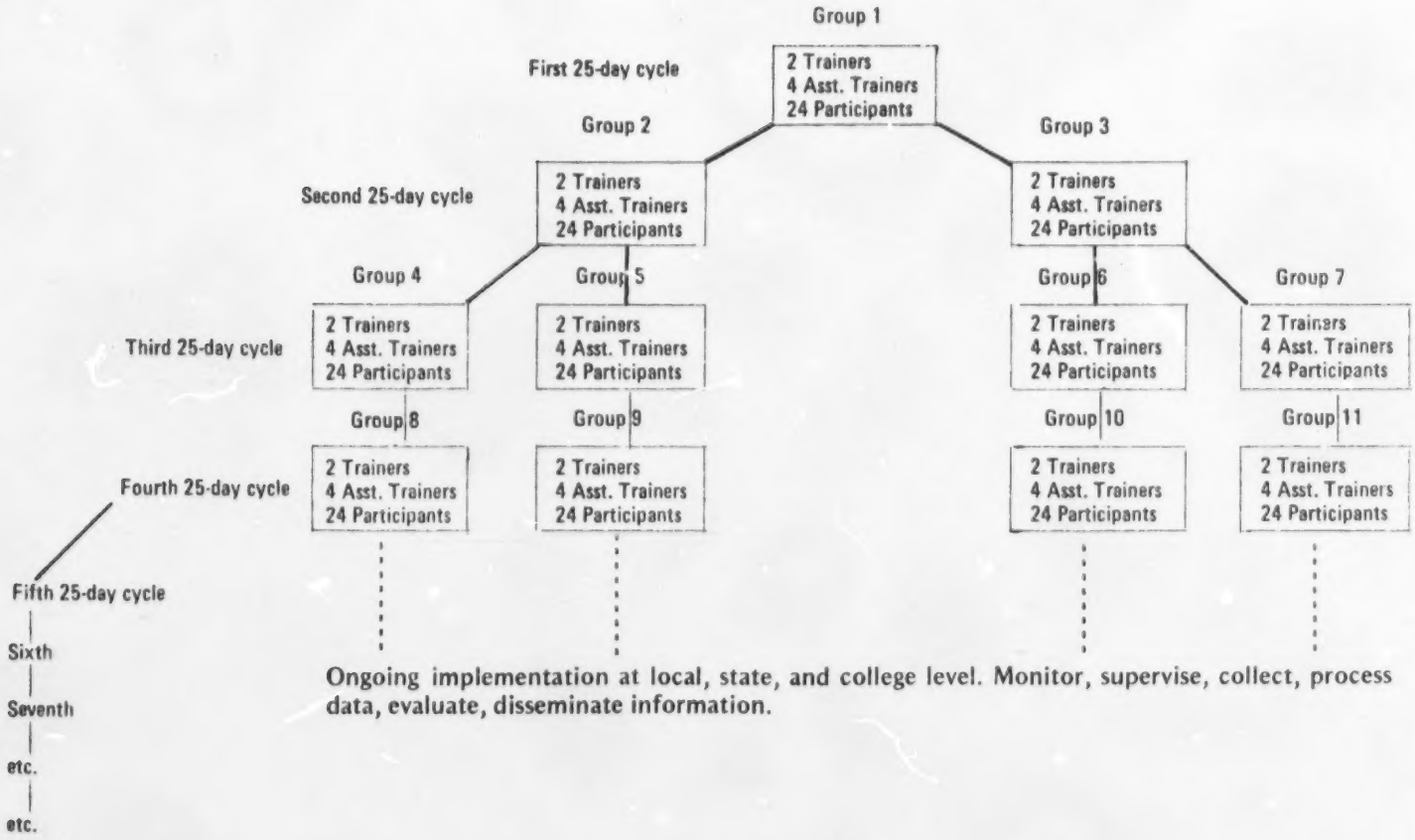
Originally, there were nine schools involving 225 participants in the initial PET staff development training. The schools were: Conway, Crossett, El Dorado, Fayetteville, Hot Springs, Jonesboro, North Little Rock, Pine Bluff, and Texarkana. Between October 1979, and December 1980, the PET staff development program has expanded to include 157 instructors, 2,525 teachers and 529 administrators from 139 local education agencies, institutions of higher education, the State Department of Education, and other agencies.

The first training session involved one group of twenty-four persons. Of the participants, four to six persons were trained to become trainers. The first-year objective was to build a cadre of highly-trained persons at the local, state, and college levels so that teachers and administrators throughout the state would have access to PET staff development training.

After the first group of 24 was trained, two new groups were identified. Four assistant trainers from the original group helped the two primary trainers conduct the second 25-day instructional cycle. After this cycle, the assistant trainers were ready to become primary trainers, thus increasing the number of skilled trainers each time the training was offered.

The training was then expanded to include four new groups of 24, again utilizing assistant trainers to assist the primary trainers, with four additional groups being trained in the next 25-day cycle. This type of multiplier effect helped insure that the program would continue to have an impact on education in Arkansas after the one-year funding period. (See Schematic on following page.)

SCHEMATIC OF PET TRAINING



Ongoing implementation at local, state, and college level. Monitor, supervise, collect, process data, evaluate, disseminate information.

Master PET consultants from California and Virginia worked closely with trainees in the State Department, institutions of higher education and pilot school districts. These consultants helped coordinate the training efforts and provided ongoing support to help insure that the staff development program was implemented as planned.

Emphasis was placed on involving college education faculty in the training with the goal of getting PET techniques incorporated into methods courses and other student teacher training in Arkansas.

After the first 225 persons were trained in the PET instruction/supervision model, the pilot schools continued to implement the program in their designated classrooms with ongoing monitoring and supervision conducted by local school administrators, outside consultants, and State Department personnel. These pilot schools continued to train other school district personnel from outlying schools thus promoting the statewide multiplier effect of the PET training.

Four persons from the Arkansas Department worked on the staff development project, each working part-time during the classroom implementation period for the first four cycles of groups trained.

After the initial training was completed, the PET instruction/supervision model was expanded by using the trainers at the local pilot schools to train additional teachers and principals, as were personnel at the State Department of Education, who also furnished other technical assistance and support to new PET districts. From this beginning, a staff development program emerged which impacted on the entire state.

Though the Rockefeller Foundation provided the initial impetus for the PET model, numerous other sources and resources are being utilized to fund the staff development and instructional supervision program as it continues to grow district by district throughout the state. However, these funds are minimal in terms of meeting overall school district needs.

The Arkansas Department of Education is coordinating these other resources in cooperation with local districts for continuing support of the PET program. These sources include such programs as ESEA, Title I, Title II Basic Skills, Migrant Education, Title IV-C, Teacher Center Projects, Teacher Corps, Vocational Education, Title VI-B Special Education, Gifted and Talented, Right to Read, and Emergency School Assistance. Federal funds that can be channeled into improving instruction through staff development have for the most part, been expanded or committed to the PET program.

The multiplier strategy is reaping tremendous benefits in that there are well over 150 certified PET trainers in Arkansas and institutions of higher education are incorporating the PET model into their teacher training programs. A total of 126 school districts and over 2,500 educators have received training in the Program for Effective Teaching.

The program efforts provide sufficient supportive evidence from school districts throughout the state establishing the effectiveness of the PET model and the need for state assistance to be appropriated specifically for staff development to help schools to continue to improve instruction for the students in Arkansas.

VI. RESULTS OF THE STAFF DEVELOPMENT PROGRAM

After field-testing for 12 months the PET staff development and instructional supervison model throughout Arkansas, the following results are reported. The purpose of the field-test was to determine if the PET model could be used to improve the instructional skills of teachers in grades K-12, to improve teacher training programs in institutions of higher education, and to improve the supervisory skills of school district administrators and Arkansas Department of Education personnel.

Originally, the PET staff development and instructional supervision model was implemented by the Arkansas Department of Education, ten institutions of higher education, and nine local education agencies. It was projected that a total of 225 persons would be included in the field-test of the PET model. After 13 months, the program has expanded to include 3,211 persons trained in the PET staff development/instructional supervision model.

The rapid but systematic expansion was possible due to the coordination of many sources of funds (See Table One, Sources for Funding PET Program). A total of $762,932 was spent implementing the PET program. By December 1, 1980, the PET program involved 125 separate school districts, 157 PET trainers or primary instructors, 2,525 trained teachers, 401 trained building principals, and 128 trained central office personnel. Of the 125 school districts involved, 51 districts have conducted their own training cycles and 74 other districts have key personnel trained so that they might be in position to conduct their own training cycles whenever additional federal, state, or local funds become available.

The specific districts that have conducted their own PET training cycles are listed in Table Two. This table illustrates the multiplier effect of this staff development/instructional supervisor program. Table Three indicates how the program was expanded to include new districts (of which there are now 74).

TABLE ONE

SOURCES FOR FUNDING PET PROGRAM

Funding Sources	No. Districts Involved	Amount of Funds
Title I	3	$ 20,540.00
Title II Basic Skills	11	63,998.00
Migrant Education	25	12,987.37
Title IV-C	11	200,807.00
Local School District Funds	126	267,443.64
Rockefeller Foundation	9	106,400.00
Vocational Education	1	6,627.46
Title VI-B	19	84,129.00
	TOTAL	$ 762,932.47

TABLE TWO

DISTRICTS THAT ARE CONDUCTING PET CYCLES

County	District	PET Instructors	Teachers	Principals	Central Office
Ashley	Crossett	3	82	7	2
Benton	Bentonville	2	25	5	2
	Siloam Springs				
Boone	Valley Springs	2	20	2	–
Bradley	Warren	1	25	3	1
Clay	Corning	1	30	2	–
Cleburne	Concord	2	25	2	–
Columbia	Magnolia	1	23	4	2
	McNeil	–	21	2	1
Conway	So. Conway Co.	–	2	4	3
	Nemo Vista	–	25	2	1
Craighead	Jonesboro	2	98	10	3
Crittenden	Marion	1	25	2	2
	West Memphis	3	50	8	3
Cross	Wynne	2	50	4	2
Dallas	Fordyce	2	45	4	2
Desha	Dumas	2	50	4	2
Faulkner	Conway	3	130	8	3
Garland	Hot Springs	3	108	12	6
	Mountain Pine	1	25	2	2
Grant	Sheridan	1	50	2	1
Jackson	Tuckerman	2	20	2	1
Jefferson	Jefferson Prep.	1	25	–	1
	Pine Bluff	3	116	19	3
	White Hall	2	25	4	2
Lee	Marianna	11	71	9	8

TABLE TWO CONTD.

County	District	PET Instructors	Teachers	Principals	Central Office
Little River	Ashdown	1	20	4	2
Lonoke	England	2	52	4	2
	Lonoke	2	52	4	–
Miller	Genoa Central	–	25	2	–
	Texarkana	2	75	8	5
Mississippi	Blytheville	2	25	4	4
Monroe	Clarendon	–	24	4	1
Nevada	Prescott	1	30	5	1
Ouachita	Bearden	1	20	3	2
	Camden	1	30	4	2
Phillips	Helena-West Helena	–	30	6	3
Pike	Delight	1	26	2	2
Polk	Mena	1	40	4	1
Pope	Russellville	5	120	9	3
Prairie	Des Arc	2	47	3	2
Pulaski	Ark. Dept. Education	6	8	–	–
	North Little Rock	5	170	21	6
	Pulaski Co. Special	1	14	2	4
Randolph	Maynard	1	22	2	1
Sebastian	Fort Smith	–	14	12	3
Sharp	Cave City	6	53	3	1
St. Francis	Forrest City	4	50	8	3
Union	El Dorado	5	104	13	5
Washington	Fayetteville	2	74	12	4
	Springdale	2	40	11	4
White	Bald Knob	2	30	3	3
TOTALS		107	2,395	282	120

TABLE THREE

DISTRICTS PARTICIPATING WITH OTHER DISTRICTS IN PET CYCLES

County	District	Instructors	Teachers	Principals	Office
Bradley	Hermitage	–	4	–	–
	Banks		2	1	–
Benton	Rogers		–	9	2
Boone	Bergman		2	1	–
	Lead Hill		2	1	–
	Omaha		2	1	–
Calhoun	Hampton		3	1	
	Thornton		2	1	–
Clark	Arkadelphia		3	5	–
Cleveland	Rison		5	3	
	Woodlawn		3	2	
Craighead	Bay-Brown		3	1	
Crittendon	Crawfordsville		2	3	
	Turrell	1	4	2	–
Cross	Cross Co. Dist.		4	4	–
Dallas	Carthage		5	1	
	Sparkman		3	1	
Drew	Drew Central		4	1	
Faulkner	Guy-Perkins		3	2	
	Vilonia	1	2	–	
Garland	Cutter-Morning Star	1	1	1	
	Lakeside (Garland Co.)	1	4	2	
Hot Spring	Magnet Cove		2	2	
Howard	Nashville		2	1	
Izard	Mount Pleasant		2	1	
	Oxford		2	1	
Jackson	Swifton		1		1
Jefferson	Dollarway		4	2	
	Humphrey		2	1	
	Watson Chapel		2	1	

TABLE THREE CONTD.

County	District	PET Instructors	Teachers	Principals	Central Office
Lawrence	Walnut Ridge		4	3	
Logan	Magazine	1	1	—	
	Paris	1	2	1	
Lonoke	Cabot		2		
	Humnoke		2		
Phillips	Lakeview		2		
Pike	Murfreesboro			1	1
Poinsett	Marked Tree		4	1	
	Trumann		4	4	
Pulaski	Little Rock	1			1
Randolph	Pocahontas			3	
	Randolph Co. Dist.			2	
Saline	Benton			2	
	Harmony Grove		2	2	
Scott	Waldron		2	2	2
Searcy	Marshall		3	1	
	Witt Springs			2	
Sebastian	Greenwood			3	
Sharp	Poughkeepsie		1	2	
St. Francis	Hughes	2			
	Wheatley		2	2	
Stone	Stone Co. Dist.			2	
Union	Parkers Chapel	1	1	1	
Van Buren	Clinton			2	
Washington	Prairie Grove			2	

TABLE THREE CONTD.

County	District	PET Instructors	Teachers	Principals	Central Office
White	Beebe		1	3	
	Central		1	2	
	Griffithville		1	2	
	Judsonia		1	2	
	McRae		2	1	
	Pangburn			2	
Woodruff	McCrory		1	1	
Clay	Knobel		1	2	
Desha	Arkansas City			2	
Saline	Bryant		1	2	
Grant	Grapevine		1	1	
Mississippi	Luxora		1	1	
Ouachita	Harmony Grove		1	1	
Woodruff	Augusta		2	1	1
White	Kensett	1	3	1	
	Bradford	1	1	1	
Monroe	Holly Grove		1	1	
Faulkner	St. Joseph Catholic		1	1	
Craighead	Brookland			2	
	TOTAL	12	130	119	8

It should be noted that the actual outcome of this pilot program far exceeded the expected outcome. Originally it was expected that 225 persons would participate in testing the PET program. After 12 months of field-testing, the PET program has expanded to include 3,211 educators.

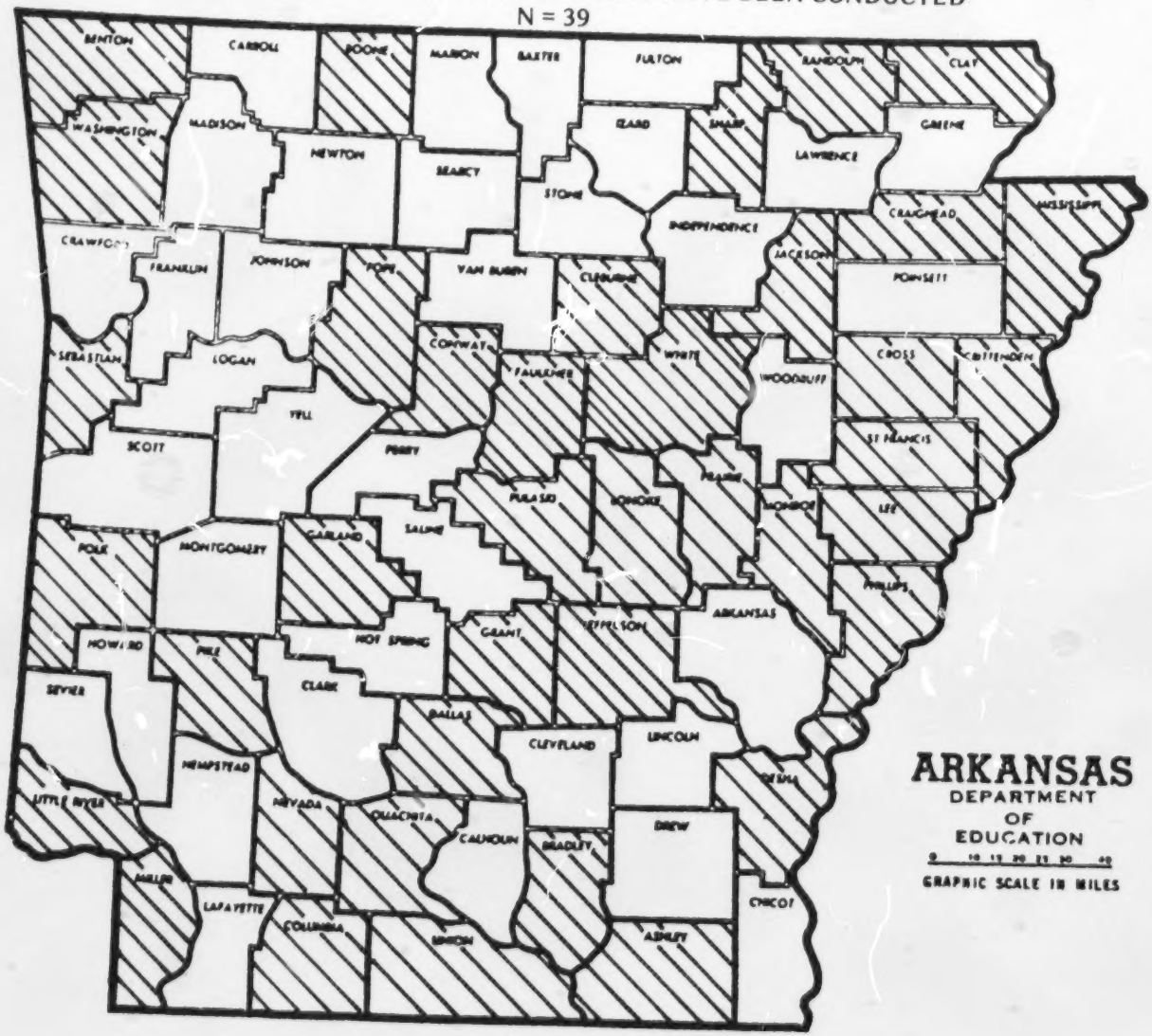
The preceding data presented in Tables Two and Three and graphically illustrated with the following three maps (pages 18, 19, & 20) of the State of Arkansas.

Feedback from the participants was another measure of the effectiveness of the program. Presented in Tables Four, Five, and Six are typical comments made by college professors, school administrators, classroom teachers, and personnel from the Arkansas Department of Education.

The responses of the PET program were very positive. Concerned educators have been working diligently to improve instruction for students in Arkansas; however, staff development training efforts have been fragmented and for the most part, not very well coordinated among local, state, and higher education levels. The comments presented in Tables Four, Five, and Six support a statewide coordinated effort to improve instruction in Arkansas.

COUNTIES WHERE PET TRAINING CYCLES HAVE BEEN CONDUCTED

N = 39



ARKANSAS
DEPARTMENT
OF
EDUCATION

GRAPHIC SCALE IN MILES

NUMBER OF DISTRICTS CONDUCTING THEIR OWN PET TRAINING CYCLES
TOTAL = 52

NUMBER OF DISTRICTS BY COUNTIES INVOLVED IN PET TRAINING
TOTAL = 126

ARKANSAS
DEPARTMENT
OF
EDUCATION

GRAPHIC SCALE IN MILES

TABLE FOUR

SAMPLE RESPONSES OF PARTICIPANTS TO PET PROGRAM: QUESTION ONE

QUESTION: What are your reactions to any/all aspects of PET (content, instruction, practice, etc.)?

- My reaction to the first cycle of PET has been positive and favorable. The content was good, relevant, and applicable.

- I was especially impressed with the enthusiasm and deep concern on the part of the instructors, the interest and cooperative attitude of the participants from such a variety of instructions, and the "feeling tone" I experienced in the training sessions.

- The modeling for this program was demonstrated in each session. The motivational factor was a very strong part of the daily session.

- Having been a principal for 23 years, there was one area in which I felt very confident, that was in judging a good teacher from a poor one. After the PET training, I now realize my judgement of a teacher was completely wrong. Only now do I feel far more confident about supervising and helping classroom teachers.

- I received a tremendous amount of insight into the most important aspect of education – that being instruction: in my fourteen years as a teacher and administrator, I have never been taught instructional skills until I entered the PET training. I really would like to go back to the classroom and teach. I now have the skills!

- I am excited and in some ways awed by the aspect of PET. I agree with the content, schedule, and practice areas of PET as being the most relevant, efficient, and effective methods for helping teachers improve their instructional skills.

TABLE FIVE

SAMPLE RESPONSES OF PARTICIPANTS TO PET PROGRAM: QUESTION TWO

QUESTION: What implications do you think PET has for coordination of pre-service/in-service education among institutions of higher learning, LEA's and the SEA?

- I believe new heights can be reached in improving instruction if local districts, colleges, and state agencies can coordinate their efforts. The leadership of the Arkansas Department of Education is making it possible for the colleges of education and local school districts to work together in PET may make this possible.

- If the commitment that is necessary is in force and place, the implications become far reaching. We have a vehicle (PET) that can increase the quality of instruction in the LEA's, can set a framework for effective and objective instruction in the institutions of higher learning, and afford an opportunity for the SEA to play an exciting, productive role in moving Arkansas upward on the educational ladder.

- The implications should be unlimited, for coordinating pre-service/in-service education among higher education, local school districts and state associations. For the first time ever we are all on common ground, with a common language working toward a common goal, better instructional skills.

- In-service: it should be required for all personnel in the educational field. This in-service would provide immediate service in the area of instruction to the total student population.

TABLE SIX

SAMPLE RESPONSES OF PARTICIPANTS TO PET PROGRAM: QUESTION THREE

QUESTION: What is your goal and role in implementing and maintaining PET?

- I would like to see Arkansas schools be 100% PET trained, not only for raising our national educational ratings, but far more important, to see our students taught to the maximum.

- Out school district is planning one session for administrators (K-7) and three sessions for teachers (K-7) during this school year. If funds are available, we hope to train all teachers.

- Of all the new innovations I have seen in my tenure as a school person, I find I am more excited about the possibilities of the PET program in strengthening our teaching program than any other. I, for one, would like to give my time and efforts to sell our good state on the merits of this excellent program.

- My hope is that every school district in Arkansas has the opportunity to be introduced to PET. I am extremely grateful for the experience I had with PET. I really believe that it has changed my life and especially my outlook on instruction.

- There is no question that the PET concept can improve both graduate and undergraduate programs. At UCA, I plan to incorporate the PET model into the courses I teach. I plan to lobby for its inclusion in the entire teacher preparation program in the future.

- My initial role will be that of planner and instructor. The goals will be to train all administrators and faculty and to maintain the focus and practice of PET for both building principals and classroom teachers.

- We are scheduling a cycle of training for all building principals and subject area coordinators. If the program receives financial support, we anticipate more cycles.

College professors were asked to evaluate the influence of the PET program on institutions of higher education, particularly with regard to pre-service education. Presented in Table Seven are the responses from fifteen colleges and universities in Arkansas to the PET program.

Six of the institutions of higher education offer three hours of graduate credit to persons completing training in the PET program. The institutions are: Arkansas State University, Henderson State University, Ouachita University, Southern Arkansas University, University of Arkansas at Little Rock, and the University of Central Arkansas. A total of 24 professors are certified PET trainers. Several of the institutions are incorporating the PET model into their methods and supervision courses. The University of Arkansas at Little Rock has even proposed a reorganization of the professional education curriculum. During the spring semester of 1980, UALR trained their student teachers in the PET model and assigned one group of student teachers to practice teach under classroom teachers that had completed training in PET. This experience proved invaluable for the student teachers and had a positive impact on bringing about the reorganization of the professional education curriculum at UALR.

Over 100 certified PET trainers in Arkansas were asked to rate their own instructional skills prior to and after PET training. They were also asked to judge the impact of the PET program on improving teaching and learning. Finally, they were asked to rate teachers they had observed teaching both before PET training or after PET training. The ratings consist of a 1–5 scale (one being lowest and five the highest). Presented in Table Eight are ratings of 96 certified PET trainers in Arkansas.

Before training in the PET program, the instructors rated themselves 3.20 on a 5.0 scale in instructional skills. After PET training the instructors felt that their instructional skills had improved to a 4.40 rating. The PET trainers rated the PET program a 4.60 in terms of impact for improving teaching and learning. These trainers also saw a significant improvement in teachers instructional skills after those teachers had compelted their training in the PET program. The rating before PET training was 2.70. The rating after PET training was 4.20.

These certified PET trainers are in the best position to evaluate and made judgements about the PET program because of their high level of training and because they use these PET instructional skills on a daily basis. Their overall appraisal of the PET program and the impact of this program on education in Arkansas is based on observing the day-to-day performance of classroom teachers utilizing these instructional skills.

TABLE SEVEN

INVOLVEMENT OF INSTITUTIONS OF HIGHER EDUCATION IN THE PROGRAM FOR EFFECTIVE TEACHING (PET)

Fall Semester 1980

INSTITUTION	CERTIFIED PET TRAINERS			Offer College	Influence of PET on Pre-Service Education
	No. Trained	In Training	Plan To	Credit	
Arkansas College	–	–	–	No	–
Arkansas State Univ.	5	–	2	Spring '81	Used in methods and curriculum courses. Plan to train faculty in Spring, '81 from elementary, secondary, and special education departments.
Arkansas Tech Univ.	–	2	–	No	–
College of the Ozarks	–	–	4	No	Plans to be utilized.
John Brown Univ.	–	–	2	No	–
Henderson	2	–	–	Yes/3 hrs.	Fall and spring cycles to train education faculty and staff outside field of education.
Hendrix College	1	–	–	No	Use as part of senior course.
Ouachita	1	–	–	Yes/3 hrs.	Use PET in one education class. Plan to expand to others.
Philander Smith College	–	–	–	No	–
Southern Akansas University	1	–	–	Yes/3 hrs.	Use in methods classes and student teaching seminars.
University of Ark. at Fayetteville	1	13	10	Yes/3 hrs.	Discussion stage.
University of Ark. at Little Rock	2	3	–	Yes/3 hrs.	Proposed a reorganization of the professional education curriculum. PET training for student teachers.
University of Ark. at Pine Bluff	4	–	–	No	Incorporated PET into student teaching block beginning in 1980.
University of Central Arkansas	6	–	–	Yes/3 hrs.	Supervising teachers integrate the content into their teaching.
University of Ark. at Monticello	1	4	4	No	Used in methods classes, psychology and other education courses.

TABLE EIGHT

CERTIFIED PET TRAINER'S RATING OF PET PROGRAM
(N = 96)

	Ineffective Rating Effective				
	1	2	3	4	5
o My Instructional Skills Before PET Training			3.20		
o My Instructional Skills After PET Training				4.0	
o Impact of PET Program For Improving Teaching and Learning				4.60	
o My Observation of Teachers Instructional Skills Before They Received PET Training		2.70			
o My Observation of Teachers Instructional Skills After They Received PET Training				4.20	

VII. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

During the 1979-80 school year, the Arkansas Department of Education in cooperation with institutions of higher education and local education agencies initiated a comprehensive staff development and instructional supervision program in school districts throughout Arkansas.

The purpose of the program was to field-test a staff development and instructional supervision model which would improve the skills of teachers in grades K-12, the teacher training skills of college professors, and the supervisory skills of school district administrators and Arkansas Department of Education personnel.

The staff development program is called the Program for Effective Teaching (PET) and was adapted from the UCLA teacher training model developed by Dr. Madeline Hunter. The PET program consisted of a 25-day training cycle emphasizing 8 days of formal input and 17 days of practice and observation in a classroom setting. The emphasis was on the application of five instructional skills:

1. How to select the objective (learning) at the appropriate level for the learner.
2. How to teach to the objective.
3. How to maintain the learner's focus on the learning.
4. How to monitor the learner's progress and make the necessary adjustments.
5. How to use, without abusing, the principles of learning (motivation, reinforcement, retention, and transfer).

Originally, the PET staff development and instructional supervision model was implemented by the Arkansas Department of Education, ten institutions of higher education, and nine local education agencies, involving approximately 225 persons. After one year, the program has expanded to include 3,211 persons trained in the PET staff development and instructional supervision model. By December, 1980, the PET program involved 125 school districts, 157 PET trainers, 2,525 trained teachers, 401 trained building principals, and 128 trained central office personnel.

Educators throughout the state have responded very positively to the PET program and have enthusiastically endorsed the training effort as an effective staff development program.

It can be concluded that the Program for Effective Teaching (PET) has had a positive impact on educators throughout the State of Arkansas. The PET program has provided educators with a means of communicating through the use of common terminology and with a basic essential framework for moving toward more effective

and efficient teaching. The PET training strategy is equally appropriate for any grade level and for anyone that teaches regardless of subject matter.

This type of staff development program is not new, does not dictate instruction, and does not tamper with a teacher's teaching style. The PET program works and school districts need a comprehensive ongoing staff development and instructional supervision model which has practical application for improving instruction.

The PET program has spread at a very rapid rate throughout the state; however the initial thrust to improve instruction through a common staff development program cannot sustain the program. Already $762,932 have been used from various federal and local funds to train teachers and administrators in the PET program. For this program or any staff development program to be maintained by the local school district, additional funding sources will have to be identified and used. Local school districts cannot continue to provide in-service for their teachers and maintain an ongoing staff development program without additional resources. It is recommended that the State Legislature examine closely the impact of the PET program on Arkansas schools and consider appropriating state funds to local school districts for the purpose of funding staff development programs for PET and other staff training needs.

As a result of the PET program, educators in Arkansas now have a common language for communicating about the teaching/learning process. Such a common language provides educators with a means to analyze the teaching/learning process and to articulate more precisley those aspects of instruction that lead directly to increased student achievement. It takes money to maintain quality education and money spent on improving instruction, through staff development, may prove to be the best investment for the education of our children.

Arkansas Department of Education

PROGRAM FOR EFFECTIVE TEACHING (PET)

Status Report - May, 1981

SUBJECT: An Addendum to "Status Report on The Program for Effective Teaching (PET)", Published - Fall, 1980.

After 1½ year, the Program for Effective Teaching (PET) expanded to include 6,442 persons trained in staff development and instructional supervision. This is an increase of 3,231 persons trained from December, 1980 through May, 1981. By May, 1981, the PET program involved 170 of the 371 local school districts in Arkansas (an increase of 45 districts from December, 1980 - May, 1981); 253 PET trainers (an increase of 96 from December, 1980 - May, 1981); 5,475 trained teachers (an increase of 2,950 from December, 1980 - May, 1981); 527 trained building principals (an increase of 126 from December, 1980 - May, 1981); and 187 trained central office personnel (an increase of 59 from December, 1980 - May, 1981). Fourteen instructors of higher education had participated in PET by May, 1981, producing 34 PET trainers and 44 instructors/professors trained in PET. The Arkansas Department of Education produced 6 PET trainers and 11 staff members who completed one or two cycles of PET. Other agencies including private consultants and private schools produced 5 PET trainers, 34 teachers, one building principal and two central office personnel. (For detailed information see tables one, two, three and four).

A review of tables five, six and seven provides information regarding the Arkansas Department of Education's objective to achieve a multiple effect, insuring that Arkansas school districts and educators would have, if desired, an opportunity to study and become trained in the PET model.

The tables show the extent of training activities within counties in terms of number of school districts invovled, number of personnel trained within counties, the extent to which cycles are actually conducted within a county and those who have cooperated with counties for training.

Table eight provides information regarding sources of funding for PET. The table does not show the training provided among districts in terms of dollar cost. Some districts involved in PET did not report money spent from local funds. The table's purpose is to reflect sources of funding rather than accurate dollars spent, as such is difficult to determine.

TABLE ONE

Districts Conducting PET Cycles: 77 Lead Districts

PET Instructors	Teachers	Principals	Central Office
194	5,131	410	169

Districts Participating in PET Cycles: 93 Participating Districts

PET Instructors	Teachers	Principals	Central Office
14	253	116	16

Institutions of Higher Education & Other Agencies: 25

PET Instructors	Teachers	Principals	Central Office
45	91	1	2

TOTAL: 170 LEA's
25 Institutions of Higher Education & Other Agencies

PET Instructors	Teachers	Principals	Central Office
253	5,475	527	187

6,442 - Total Persons Trained in PET
As of May 29, 1981

TABLE TWO

Arkansas Department of Education

PROGRAM FOR EFFECTIVE TEACHING

May, 1981

DISTRICTS THAT ARE CONDUCTING PET CYCLES

County	District	PET Instructors	Teachers	Principals	Central Office
Arkansas	DeWitt	1	53	4	--
Ashley	Crossett	3	110	7	2
Benton	Bentonville	2	71	6	2
	Rogers	3	36	6	2
	Siloam Springs	1	19	4	--
Boone	Valley Springs	2	60	2	--
Bradley	Warren	2	44	3	1
Clark	Arkadelphia	2	25	4	1
Clay	Corning	1	30	2	--
Cleburne	Concord	2	25	2	--
Columbia	Emerson	2	25	2	1
	Magnolia	2	87	10	5
	McNeil	1	21	2	1
	Waldo	2	40	1	1
Conway	Nemo Vista	--	25	2	1
	So. Conway County	2	91	8	1
Craighead	Jonesboro	6	144	10	3
Crittenden	Marion	2	45	4	3
	West Memphis	5	140	8	3
Cross	Wynne	2	112	4	2
Dallas	Fordyce	5	50	6	2
Desha	Arkansas City	--	20	2	1
	Desha-Drew	--	19	2	1
	Dumas	4	129	4	2
Faulkner	Conway	9	211	8	3
	Vilonia	2	12	1	--
Garland	Hot Springs	4	194	20	8
	Mountain Pine	--	25	2	2
Grant	Sheridan	2	75	5	1

TABLE TWO

DISTRICTS THAT ARE CONDUCTING PET CYCLES

County	District	PET Instructors	Teachers	Principals	Central Office
Greene	Paragould	2	37	3	4
	Greene Co. Tech	--	28	4	1
Hot Spring	Magnet Cove	2	51	2	--
Izard	Mt. Pleasant	1	23	2	1
Jackson	Tuckerman	1	36	3	1
Jefferson	Pine Bluff	7	179	19	3
	Watson Chapel	--	30	3	1
	White Hall	2	25	4	--
Lee	Marianna	12	108	9	8
Lincoln	Gould	--	18	2	--
	Star City	--	20	2	3
Little River	Ashdown	1	45	4	2
Logan	Magazine	3	9	1	--
	Paris	1	32	3	2
Lonoke	Cabot	2	17	3	1
	England	2	77	4	2
	Lonoke	4	125	7	--
Miller	Genoa Central	--	25	2	--
	Texarkana	6	200	8	5
Mississippi	Blytheville	4	104	4	4
	Osceola	--	19	3	--
	So. Mississippi Co.	1	45	3	1
Monroe	Brinkley	--	22	2	--
	Clarendon	1	25	4	1
Nevada	Prescott	4	52	6	1
Ouachita	Bearden	1	74	3	2
	Camden	3	75	5	2
Phillips	Helena-West Helena	5	74	6	8
Pike	Delight	--	27	2	2
	Murfreesboro	--	19	2	1
Polk	Mena	--	40	4	1

TABLE TWO

DISTRICTS THAT ARE CONDUCTING PET CYCLES

County	District	PET Instructors	Teachers	Principals	Central Office
Pope	Russellville	6	278	9	3
Prairie	Des Arc	2	106	6	4
Pulaski	Little Rock	2	--	11	14
	North Little Rock	6	292	21	6
	Pulaski Co. Special	2	62	2	4
Randolph	Maynard	3	22	2	1
Scott	Waldron	3	29	2	2
Sebastian	Fort Smith	3	67	12	3
	Greenwood	1	22	10	--
Sharp	Cave City	6	53	3	1
	Poughkeepsie	--	13	2	1
St. Francis	Forrest City	6	76	8	3
Union	El Dorado	7	179	13	5
Washington	Fayetteville	2	139	12	4
	Greenland	--	18	--	--
	Springdale	5	117	21	9
White	Bald Knob	6	59	6	3
T O T A L		194	5,131	410	169

TABLE THREE

Arkansas Department of Education

PROGRAM FOR EFFECTIVE TEACHING
May, 1981

DISTRICTS PARTICIPATING WITH OTHER DISTRICTS IN PET CYCLES

County	District	PET Instructors	Teachers	Principals	Central Office
Arkansas	Gillett	--	3	1	--
	St. Charles	--	2	--	--
Ashley	Hamburg	--	3	--	1
Baxter	Norfork	--	1	--	--
Benton	Gentry	--	5	2	1
Boone	Bergman	--	4	1	--
	Lead Hill	--	4	1	--
	Omaha	--	2	2	--
Bradley	Banks	--	4	1	--
	Hermitage	--	4	--	--
Calhoun	Hampton	--	3	1	--
	Thornton	--	2	1	--
Chicot	Eudora	--	1	1	--
Clay	Knobel	1	1	2	--
Cleveland	New Edinburg	--	1	--	1
	Rison	--	5	4	--
	Woodlawn	--	5	2	--
Columbia	Taylor	--	1	--	--
	Village	--	2	--	--
Craighead	Bay-Brown	--	3	1	--
	Brookland	2	--	2	--
Crawford	Van Buren	1	--	--	--
Crittenden	Crawfordsville	--	2	3	--
	Turrell	1	4	2	--
Cross	Cross County	--	4	4	--
Dallas	Carthage	--	5	1	--
	Sparkman	--	3	1	--
Drew	Drew Central	--	4	1	--

TABLE THREE

DISTRICTS PARTICIPATING WITH OTHER DISTRICTS IN PET CYCLES

County	District	PET Instructors	Teachers	Principals	Central Office
Faulkner	Guy-Perkins	1	3	2	--
	Mayflower	--	1	--	--
Franklin	Charleston	--	12	5	--
Garland	Cutter-Morn. Star	--	1	1	--
	Lakeside	1	4	2	--
Grant	Grapevine	--	2	1	--
Greene	Oak Grove	--	4	--	--
Hot Spring	Malvern	--	--	--	1
Howard	Nashville	--	2	1	--
Independence	Batesville	--	1	--	--
Izard	Melbourne	--	1	--	--
	Rural Special	--	1	--	--
	Oxford	--	3	1	--
Jackson	Swifton	--	1	--	1
Jefferson	Dollarway	--	4	2	--
	Humphrey	--	2	1	--
Lafayette	Lewisville	--	3	1	--
Lawrence	Walnut Ridge	--	4	3	--
Logan	Booneville	--	16	1	--
Lonoke	Carlisle	1	2	--	--
	Humnoke	--	2	--	--
Madison	Huntsville	--	--	3	1
Mississippi	Luxora	--	1	1	--
Monroe	Holly Grove	--	1	1	--
Ouachita	Chidester	--	2	--	--
	Fairview	--	1	1	4
	Harmony Grove	1	11	2	--
	Stephens	--	7	1	--
Phillips	Lake View	--	2	--	--

TABLE THREE

DISTRICTS PARTICIPATING WITH OTHER DISTRICTS IN PET CYCLES

County	District	PET Instructors	Teachers	Principals	Central Office
Poinsett	Harrisburg	--	3	--	--
	Marked Tree	--	5	2	--
	Trumann	--	5	4	1
Polk	Acorn	--	1	1	--
Prairie	DeValls Bluff	--	2	--	--
	Hazen	--	1	1	1
Randolph	Pocahontas	--	2	3	--
	County District	--	--	2	--
Saline	Benton	--	2	3	--
	Bryani	--	3	2	--
	Harmony Grove	--	2	2	--
Searcy	Marshall	2	3	1	--
	Witts Springs	--	--	2	--
Sebastian	Hackett	--	3	1	--
	Lavaca	--	4	1	1
	Mansfield	--	2	--	--
Sharp	Williford	--	5	1	--
St. Francis	Hughes	2	--	--	--
	Wheatley	--	2	2	--
Stone	County District	--	--	2	--
Union	Parkers Chapel	1	1	2	--
Van Buren	Clinton	--	--	2	--
Washington	Prairie Grove	--	--	2	--
White	Beebe	--	1	3	--
	Bradford	--	6	1	--
	Central	--	6	2	--
	Griffithville	--	1	2	--
	Judsonia	--	1	2	--
	Kensett	--	6	1	--
	McRae	--	2	1	--
	Pangburn	--	2	2	--
	Rose Bud	--	2	--	--
	Searcy	--	1	--	--
Woodruff	Augusta	--	2	1	2
	McCrory	--	1	1	--
Yell	Havana	--	4	--	1
TOTAL		14	253	116	16

TABLE FOUR

Arkansas Department of Education

PROGRAM FOR EFFECTIVE TEACHING

May, 1981

INSTITUTIONS OF HIGHER EDUCATION & OTHER AGENCIES PARTICIPATING IN PET CYCLES

Institution/Agency	PET Instructors	Teachers	Principals	Central Office
Arkansas State University	5	6	--	--
Arkansas State University, Beebe	1	--	--	--
Arkansas Tech University	--	2	--	--
Harding University	--	2	--	--
Henderson State University	5	17	--	--
Hendrix College	2	--	--	--
John Brown University	--	2	--	--
Ouachita Baptist University	1	2	--	--
Southern Arkansas University	2	--	--	--
University of Arkansas, Fayetteville	3	5	--	--
University of Arkansas, Little Rock	2	3	--	--
University of Arkansas, Monticello	1	4	--	--
University of Arkansas, Pine Bluff	4	--	--	--
University of Central Arkansas	8	3	--	--
Arkansas Department of Education	6	11	--	--
Private Consultants	4	--	--	--
St. Joseph's Catholic School, Conway	--	3	1	--
Jefferson Preparatory School, P. B.	1	25	--	1
Trinity Episcopal School, Pine Bluff	--	3	--	--
St. Michael's Catholic School, West Memphis	--	2	--	--
Crowley's Ridge Academy, Paragould		1		1
T O T A L	45	91	1	2

TABLE FIVE

NUMBER OF DISTRICTS BY COUNTIES INVOLVED IN PET TRAINING
TOTAL = 170

May, 1981

TABLE SIX

NUMBER OF PERSONNEL BY COUNTIES TRAINED IN PET

TOTAL = 6042

May, 1981

TABLE SEVEN

COUNTIES WHERE PET TRAINING CYCLES HAVE BEEN CONDUCTED
TOTAL = 47
May, 1981
BENTON
CARROLL
BOONE
MARION
BAXTER
FULTON
RANDOLPH
CLAY
WASHINGTON
MADISON
NEWTON
SEARCY
STONE
IZARD
SHARP
LAWRENCE
GREENE
CRAIGHEAD
MISSISSIPPI
CRAWFORD
FRANKLIN
JOHNSON
POPE
VAN BUREN
CLEBURNE
INDEPENDENCE
JACKSON
POINSETT
SEBASTIAN
LOGAN
CONWAY
FAULKNER
WHITE
WOODRUFF
CROSS
CRITTENDEN
YELL
PERRY
ST FRANCIS
SCOTT
PULASKI
MONROE
LEE
POLK
MONTGOMERY
GARLAND
SALINE
PHILLIPS
HOWARD
GRANT
JEFFERSON
ARKANSAS
SEVIER
CLARK
DALLAS
CLEVELAND
LINCOLN
HEMPSTEAD
NEVADA
OUACHITA
CALHOUN
BRADLEY
DREW
LITTLE RIVER
MILLER
LAFAYETTE
COLUMBIA
UNION
ASHLEY
CHICOT
ARKANSAS
DEPARTMENT
OF
EDUCATION
GRAPHIC SCALE IN MILES
COUNTIES PARTICIPATING WITH OTHER COUNTIES IN PET CYCLES
TOTAL = 19

TABLE EIGHT

SOURCES FOR FUNDING PET PROGRAM

Funding Sources	No. Districts Invovled	Amount of Funds
Title I	3	$ 20,540.00
Title II Basic Skills	11	63,998.00
Migrant Education	25	12,987.37
Title IV-C	27	304,876.00
Local School District Funds	170	339,591.70
Rockefelier Foundation	9	106,400.00
Vocational Education	1	6,627.46
Title VI-B	19	84,129.00
T O T A L		$ 939,149.53

Future of The PET Program

Growth Indicators

The program will continue to grow as larger districts have established maintenance plans for building principals and central office staff to insure inservice and supervision of instruction.

District decision makers are more aware of the practical needs to provide the instructional staff with resources and time to improve and learn new effective ways to teach students more effectively.

Those districts who are not involved have the opportunity to do so as training activities in PET are either in the joining school district or county.

Many school districts tend to associate test gains and the potential for test gain with improved instruction provided by PET.

Educators in Arkansas, more than ever, have developed cooperative attitudes and efforts to improve learning for children. PET has provided them the opportunity to talk more professionally and specifically about the teaching/learning process.

Local districts have projected PET training cycles for 1981-82 and have long range plans to continue.

Concerns

Local districts are experiencing cut back in funds at all levels.

Some districts will have to be shown how to maintain and improve teaching/learning over the long haul.

PET trainers and building principals will need continued training activities.